

***Department of
Career and Technical Education
Program Evaluation for Career Development***

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent does the institution provide an identifiable guidance program of services that provides all students with information about career options, advises them on appropriate educational paths and provides necessary support for success in their career programs? (Suggest reviewing Program of Work (POW), manuals/guides that include a description of services provided and follow-up reports.)
- 2) To what extent does the program have a yearly Program of Work (POW) on file in the administrative and state supervisor's offices? (Suggest reviewing POW with timelines for completion and monthly travel schedules.)
- 3) To what extent are program accountability reports submitted on a timely basis showing progress toward Program of Work guidelines? (Suggest reviewing end-of-the-year reports.)
- 4) To what extent is a developmentally appropriate assessment (testing) program in place that assesses students' interests, aptitudes and achievement and interprets results to students and other appropriate entities? (Suggest reviewing types of tests, grade level delivered and procedures for dissemination and interpretation of results.)
- 5) To what extent is a plan in place to disseminate developmentally and sequentially appropriate career development concepts and materials in group/classroom settings? (Suggest reviewing group/classroom activity samples for each grade)
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) To what extent does the career development materials support the state-approved guidelines for the instructional program? (Suggest reviewing instructional materials.)
- 2) To what extent have local, federal or other funds been utilized for the purchase of instructional materials? (Suggest reviewing budget.)
- 3) To what extent has a career resource center been established and is easily accessible for students, instructors and public use? (Suggest reviewing resource center for career information materials.)
- 4) To what extent is a computer assisted guidance program in place with ready access to computer hardware and Internet capabilities? (Suggest reviewing hardware, career guidance software, computer labs and lab schedules.)
- 5) To what extent is a career portfolio system in place and utilized by students? (Suggest reviewing career portfolio system.)
- 6) Describe the program's strengths for instructional materials utilization:
- 7) Describe the program's improvement opportunities for instructional materials utilization:

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Standard Three - Instructional Personnel

- 1) To what extent does the counselor hold the appropriate license or credential in his/her specific field? (Suggest reviewing teaching license/credential and/or resume.)
- 2) To what extent does the counselor attend summer conferences, conventions, college courses, professional improvement meetings or other sources of training? (Suggest reviewing instructor's technological and professional growth activities.)
- 3) To what extent has the counselor developed and utilized methods to ensure that administrators are familiar with the goals, objectives and activities of the program? (Suggest reviewing procedures used for informing administrators about the program goals and objectives.)
- 4) To what extent does the program work harmoniously with other faculty and correlates the program with other subject areas? (Suggest reviewing personnel available and discuss use of these services.)
- 5) To what extent does the instructor hold leadership positions within professional and/or community organizations? (Suggest reviewing community involvement and professional leadership activities.)
- 6) Describe the program's strengths for instructional personnel:
- 7) Describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent are enrollment and class sizes in compliance with state guidelines? (Suggest reviewing enrollment by program for past three years, recommend 350-1 ratio.)
- 2) To what extent are efforts made to help students enroll in dual credit courses or articulate to educational programs? (Suggest discussing dual credit and articulated programs.)
- 3) To what extent do all students complete appropriate academic courses that prepare them for high skill/high wage occupations in their career cluster of choice? (Suggest reviewing student 4/6 year plans.)
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) To what extent is there an established budget for the program? (Suggest discussing the availability of funds for updating and upgrading equipment and materials.)
- 2) To what extent is a current inventory of equipment and/or materials on file and updated annually? (Suggest reviewing equipment inventory.)

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- 3) To what extent is equipment available to support the latest career development technology in the program? (Suggest observing equipment to determine its effectiveness, computer technology, Internet materials, etc.)
- 4) Describe the program's strengths for equipment and supplies:
- 5) Describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) To what extent is the size and arrangement of the program's office adequate to ensure safety and quality counseling in relation to the program's objectives? (Suggest observing size and arrangement of office facility.)
- 2) To what extent have the facilities been properly maintained to provide an environment conducive to learning and working? (Suggest observing maintenance of the facility.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent is the storage space functional and sufficient for the program's materials, supplies, equipment and projects? (Suggest observing storage space.)
- 5) To what extent is adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets and assures privacy/confidentiality? (Suggest observing office space.)
- 6) Describe the program's strengths for instructional facilities:
- 7) Describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent is the program's office and career center arranged in such a manner to emphasize safety? (Suggest observing facilities and equipment for appropriate health, comfort and safety features.)
- 2) To what extent does the facility provide adequate hearing, light and noise control to provide a safe environment conducive to the program? (Suggest reviewing facility for proper heating, cooling, lighting, noise and ventilation.)
- 3) Describe the program's strengths for safety and sanitation training and practices:
- 4) Describe the program's improvement opportunities for safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

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- 1) To what extent does the program's advisory committee meet as required, maintain and submit minutes of each meeting and provide recommendations for program improvements? (Suggest reviewing most recent advisory committee minutes and review action taken on previous committee recommendations.)
- 2) To what extent does the advisory committee include a balanced representation from counselors, parents, teachers, appropriate business and industry personnel, local program teacher and reflect appropriate gender balance? (Suggest reviewing list of committee members.)
- 3) To what extent are recommendations from the advisory committee acted upon and/or incorporated into the curriculum and the results relayed to all committee members? (Suggest reviewing minutes of recent meetings and changes in the program's materials and equipment as a result of committee recommendations.)
- 4) To what extent are informative materials/meetings used to enlighten educators, parents, students, business/industry and the general public concerning the program? (Suggest reviewing news releases, brochures, posters, etc.)
- 5) Describe the program's strengths for program advisory committee and community relations:
- 6) Describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) To what extent does the career development program encourage student participation in career and technical student organizations and the leadership efforts of these organizations? (Suggest reviewing student organization support.)
- 2) Describe the program's strengths for career and technical student organizations:
- 3) Describe the program's improvement opportunities for career and technical student organizations:

Standard Ten - Coordination Activities

- 1) To what extent does the program provide leadership and support work-based educational experiences such as job shadowing, externships, career day, college days and cooperative work experiences? (Suggest reviewing programs that support work-based educational experiences.)
- 2) Describe the program's strengths for coordination activities:
- 3) Describe the program's improvement opportunities for coordination activities:

Standard Eleven - Special Populations

- 1) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)

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- 2) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) Describe the program's strengths for special populations:
- 7) Describe the program's improvement opportunities for special populations:

Standard Twelve - Educational Equity

- 1) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) Describe the program's strengths for educational equity:
- 7) Describe the program's improvement opportunities for educational equity: